

Learning Motivation and Its Relationship with the Academic Achievement of Repeaters among Fourth Year Middle School Students (A Field Study in One of the Middle Schools in the City of M'Sila)

دافعية التعلم وعلاقتها بالتحصيل الدراسي للمعيدين لتلاميذ السنة الرابعة متوسط

(دراسة ميدانية بإحدى متوسطات مدينة المسيلة)

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Abstract:

The study aims to identify the motivation for learning and its relationship with the academic achievement of repeaters among fourth-year middle school students. To achieve this, the descriptive method was used in the study, and the learning motivation scale by Ahmed Douga and others (2011) was chosen for data collection along with the annual average to measure academic achievement. The study sample included 51 students, 18 males and 33 females, selected purposefully from one of the middle schools in the city of M'Sila. After statistical treatments using SPSS, the results were as follows:

- There is a relationship between learning motivation and academic achievement among repeaters in fourth-year middle school students.
- There are differences in learning motivation and academic achievement among repeaters attributed to the gender variable in fourth-year middle school students.
- There are differences in learning motivation and academic achievement among repeaters attributed to the age variable in fourth-year middle school students.

Keywords: Learning Motivation, Academic Achievement, Fourth-Year Middle School Students, Repeaters.

ملخص:

تهدف الدراسة الى التعرف على الدافعية للتعليم وعلاقتها بالتحصيل الدراسي للمعدين لدى التلاميذ السنة الرابعة متوسط ولتحقيق ذلك تم الاعتماد على المنهج الوصفي في الدراسة وتم اختيار مقياس الدافعية للتعلم لأحمد دوقة وآخرون (2011) في جمع البيانات وعلى المعدل السنوي لقياس التحصيل الدراسي، شملت عينة الدراسة 51 تلميذ وتلميذة ب 18 ذكر و33 أنثى، تم اختيارها بطريقة قصدية من احدى متوسطات مدينة المسيلة وبعد المعالجات الإحصائية باستخدام الحزم الإحصائية (SPSS)، وأفرزت النتائج عما يلي:

- توجد علاقة بين دافعية التعلم والتحصيل الدراسي للمعدين لدى تلاميذ السنة الرابعة متوسط.
 - توجد فروق بين دافعية التعلم والتحصيل الدراسي للمعدين تعزى لمتغير الجنس لدى تلاميذ السنة الرابعة متوسط.
 - توجد فروق بين دافعية التعلم والتحصيل الدراسي للمعدين تعزى لمتغير السن لدى تلاميذ السنة الرابعة متوسط.
- كلمات مفتاحية: دافعية التعلم، التحصيل الدراسي، تلاميذ السنة الرابعة متوسط، المعدين.

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1. Introduction

Learning is the process of acquiring knowledge, skills, and understanding through interaction with information or the surrounding environment. The effectiveness of learning increases when the individual is interested in the subject and receives the necessary incentives for learning. Understanding the concept of learning is essential for understanding how individuals acquire knowledge, develop their skills, and improve their lives. Learning motivation plays a crucial role in determining the level of learning and academic achievement for students.

Learning motives vary from person to person and are influenced by various factors, including the environment, previous experiences, personal

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interests, expectations, internal and external motivation, self-confidence, and other psychological and social factors. In general, it can be said that learning motivation contributes to building a strong foundation for good academic achievement.

To achieve this, a supportive and motivational environment must be provided to help students develop their internal and external motivation for learning and enhance their positive engagement and interaction with different fields of knowledge. Academic achievement depends on the individual's self-capabilities, and one cannot achieve good results unless they have strong motivation for learning and abilities that help them achieve the desired goals.

2. The Problem

Learning is a fundamental process in an individual's life, serving as the foundation upon which the learner builds their experiences to grow their mind, develop, and progress through learning. Learning starts from the early stages of life and continues into adolescence, a phase where the learner oscillates between learning and other life aspects such as work or other future plans based on potentially flawed perceptions. Therefore, it is necessary to inform students about the importance of learning to achieve their personal goals and awareness of school life, which varies from student to student and subject to subject. This study focuses on repeaters due to their significance in academic achievement. The Arabic language, being the official language in Algeria and the mother tongue for many students in the region, contrasts with French, the second language due to historical colonization. Meanwhile, English, considered the global language, necessitates learning due to its importance in science and education.

However, learning is fruitful only if the learner's motivation is stimulated. Motivation is the basis of learning and a central topic of interest for researchers and scholars today. Motivation is the factor that can stimulate the learner and their multiple mental activities (attention, perception, etc.), all essential indicators in learning and achieving personal

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projects through increased academic achievement. Unfortunately, the phenomenon of declining academic results has worsened, especially in the last three years, along with the severe overcrowding in educational institutions, which has led to a decline in educational and academic standards, particularly in the middle school phase, a critical stage for adolescent students. This suggests that the decline in learning motivation is due to two main factors: the first being the timing of entering middle school coinciding with entering a sensitive stage, adolescence, and the second being the transition to a different educational institution with unfamiliar curriculum, organization, and interaction with teachers and administration (Ahmed Douga and others, 2011). Given the significant importance of learning motivation and academic achievement in improving the educational process, which attracts public and private attention, researchers in educational sciences and scientific research strive to improve students' academic performance and find suitable solutions to stimulate learning motivation in an appropriate educational environment.

Learning motivation is an internal state that drives the learner to achieve their educational goals and encourages continuous learning and achievement. It is also defined as a set of internal and external factors that drive an individual to learn, manifested in their desire to learn, interest in subjects, expectations from study, and educational goals.

This was confirmed by the study of "Sispan Fatima Zahra" in the city of Mostaganem for the academic year (2011, 2012), which found a relationship between learning motivation and academic achievement among fourth-year middle school students at risk of dropping out. The lower the learning motivation, the lower the academic achievement for students at risk of dropping out, with statistically significant differences in learning motivation among at-risk students according to gender, favoring females (Sispan Fatima Zahra, 2016, p. 15).

Similarly, the study by (Lounas Hadda, 2012-2013, p. 85) on the relationship between academic achievement and learning motivation among adolescent students concluded a positive correlation between learning motivation and academic achievement. Other studies have also explored

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gender differences (males, females) in these variables, such as the study by "Ben Moussa Abdelwahab" in the city of El Oued for the academic year 2014/2015, which concluded:

- There is a relationship between learning motivation and academic achievement among first-year high school students.
- There are statistically significant differences in academic achievement among first-year high school students according to gender, favoring females (Abdelwahab Ben Moussa, 2017, p. 383).
- Additionally, the study by Belarusi Said and A. Dbechelagm Yahia in 2022 found a statistically significant correlation between learning motivation and academic achievement in the dimensions of perceiving the value of learning and relationships with peers among fourth-year middle school students. It also highlighted the impact of metacognitive skills (planning, review, and evaluation) on academic achievement (Belarusi Said, 2022, pp. 927-944).
- Given the significant importance of learning motivation and academic achievement in the educational process, it has occupied many scholars and researchers. Therefore, we sought to investigate the relationship between learning motivation and academic achievement to uncover the facts and find effective solutions to stimulate learning motivation, especially among adolescent students, creating a competitive spirit in an effective educational environment, resulting in good academic achievement. Thus, the general study problem is:
- Is there a relationship between learning motivation and academic achievement among repeaters in fourth-year middle school students?

With sub-questions:

- Are there differences in learning motivation and academic achievement among repeaters attributed to the gender variable in fourth-year middle school students?

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- Are there differences in learning motivation and academic achievement among repeaters attributed to the age variable in fourth-year middle school students?

3. Study Hypotheses

General Hypothesis:

There is a relationship between learning motivation and academic achievement among repeaters in fourth-year middle school students.

Sub-Hypotheses:

- There are differences in learning motivation and academic achievement among repeaters attributed to the gender variable in fourth-year middle school students.
- There are differences in learning motivation and academic achievement among repeaters attributed to the age variable in fourth-year middle school students.
- There are differences in learning motivation and academic achievement among repeaters attributed to the class variable in fourth-year middle school students.

4. Study Objectives

The study aims to:

- Reveal the relationship between learning motivation and academic achievement among repeaters in fourth-year middle school students.
- Reveal the differences in learning motivation and academic achievement among repeaters attributed to the gender variable in fourth-year middle school students.
- Reveal the differences in learning motivation and academic achievement among repeaters attributed to the age variable in fourth-year middle school students.
- Reveal the differences in learning motivation and academic achievement among repeaters attributed to the class variable in fourth-year middle school students.

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5. Study Importance

The importance of the study lies in:

- Highlighting the importance of learning motivation and its contribution to improving academic achievement among fourth-year middle school students, specifically repeaters.
- Improving the educational process by raising teachers' awareness of the need to stimulate learning motivation among middle school students in general and fourth-year repeaters in particular.
- Creating a conducive school environment to stimulate learning motivation, increase academic achievement, and focus on repeaters.
- Utilizing the study results to address some issues of low academic achievement and stimulate low motivation to increase academic achievement among repeaters.

6. Definition of Concepts

6.1 Learning Motivation

Operational Definition: It is the desire or energy that the student possesses, driving them to learn. It is the degree obtained by the sample individuals on the "Learning Motivation" scale designed by Ahmed Douga and others (2011), adapted to the Algerian environment in the middle school stage, ranging between (0 and 150).

6.2 Learning Motivation

Operational Definition: It is determined by the students' school results, drawn from digital records, specifically the results of the first semester of the 2023/2024 academic year.

7. Study Importance

7.1 Time Limits: The study was conducted during the first semester, starting from November 2023 until the first semester results appeared on December 11, 2023.

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7.2 Spatial Limits: The study was conducted in one of the middle schools in M'Sila.

8. Study Sample Characteristics

The study was conducted on 51 students, 18 males and 33 females, purposefully selected from one of the middle schools in the city of M'Sila.

8.1 Distribution of the Sample by Gender

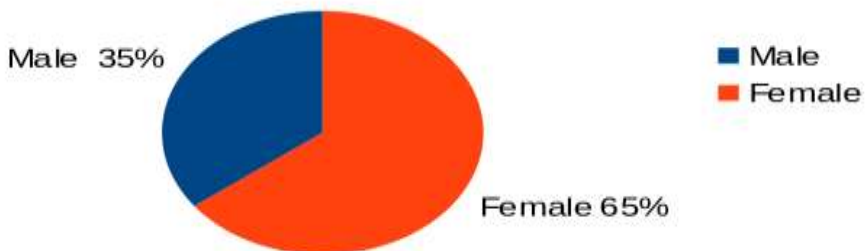
Observation: It is clear from Table (1) that the percentage of females is higher (65%) compared to males (35%).

Table 1. illustrates the distribution of the study sample according to gender:

Gender	Frequency	Percentage
Male	18	35 %
Female	33	65 %
Total	51	100 %

Fig.1. Shows the distribution of the sample individuals according to gender.

The distribution of the sample individuals according to gender



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8.2 Distribution of the Sample by Age

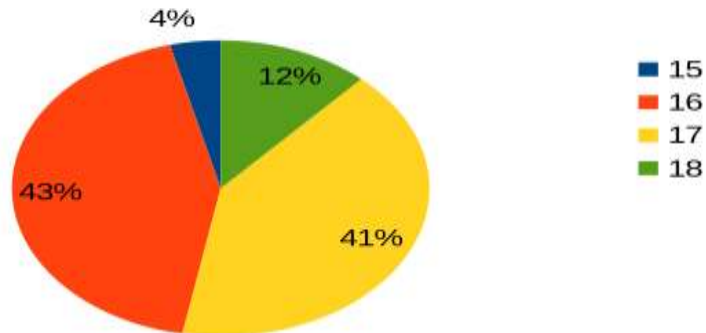
Observation: It is clear from Table (2) that the highest percentage was for age 16, at 43%, followed by age 17 at 41%. Ages 18 and 15 had the lowest percentages at 12% and 4%, respectively.

Table 2. illustrates the distribution of the study sample by age

Age	15	16	17	18	Total
Count	2	22	21	6	51
Percentage	4	43	41	12	100 %

Fig.2. Shows the distribution of the studied sample individuals according to age.

The distribution of the studied sample individuals according to age.



9. Study Tools and Their Psychometric Properties:

The study relied on the Learning Motivation Scale and the Student Follow-up Record, explained as follows:

9.1 Learning Motivation Scale

This scale was designed by Professor Dr. Ahmed Douka and others from Algiers. The scale consists of 50 items distributed across 6 dimensions, as

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follows:

- I. **Learner's Perception of Abilities:** 18 items.
- II. **Perception of Learning Value:** 13 items.
- III. **Perception of Teacher's Treatment:** 6 items.
- IV. **Perception of Parents' Treatment:** 4 items.
- V. **Perception of Peer Relationships:** 5 items.
- VI. **Perception of the Curriculum:** 4 items.

Table 3. illustrates the dimensions of the Learning Motivation Scale with their corresponding item numbers:

Dimension	Item Numbers	Total
Learner's Perception of Abilities	01-03-05-07-10-13-16-19-20-22-24-26-28-31-34-36-37-38	18
Perception of Learning Value	02-04-06-08-09-12-15-18-21-23-25-27-32	13
Perception of Teacher's Treatment	33-43-47-48-49-50	6
Perception of Parents' Treatment	11-41-45-46	4
Perception of Peer Relationships	14-29-35-40-44	5
Perception of the Curriculum	17-30-39-42	4
Total		50

9.2 Scoring Key

The scale is designed for middle school students to answer. Each student reads the scale and selects one answer from four alternatives, as follows:

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Answer	Score
Completely Correct	3
Somewhat Correct	2
Incorrect	1
I Don't Know	0

The scale identifies three levels of learning motivation:

- 01-49: Low motivation.
- 50-99: Moderate motivation.
- 100-150: High motivation.

9.3 Instructions

The instructions from Dr. Ahmed Douka for the scale are as follows:

"Dear student,

We place before you a set of statements and hope you will express your opinion on them honestly by marking (X) in the appropriate box for your answer. Please do not leave any statement unanswered. Thank you for your cooperation."

9.4 Psychometric Properties

The scale was applied in the main study after calculating its validity and reliability in the pilot study. Validity was confirmed through judges on the dimensions and the entire scale (93%), and internal consistency reliability was high for both dimensions and the overall scale, ranging between 0.846 and 0.938. Concurrent validity was also used, with a reliability coefficient of 0.891. Split-half reliability was used to calculate overall reliability, with a coefficient of 0.918.

9.5 Student Follow-up Record

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This record, found with the administration and guidance counselor, contains academic test results. It was used to gather information about the research sample characteristics, such as age, gender, group numbers, student lists, and academic achievement results of the repeaters.

10. Study Tools and Their Psychometric Properties:

Data for this study were processed using SPSS, and hypotheses were measured using Pearson's correlation coefficient.

11. Study Tools and Their Psychometric Properties:

General Hypothesis

There is a relationship between learning motivation and academic achievement among repeaters in fourth-grade middle school students. The results were verified using Pearson's correlation coefficient, as shown in the following table:

Observation: The table indicates a strong positive correlation (0.84) between learning motivation and academic achievement, with a high statistical significance (0.000), confirming a positive relationship between the two variables.

Table 4. Relationship Between Learning Motivation and Academic Achievement

Variables	Number of Individuals	Pearson's Correlation Coefficient	Statistical Significance
Learning Motivation	51	0.84	0.001
Academic Achievement			

11.1 Hypothesis 1

There are differences in learning motivation among repeaters

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attributed to the gender variable in fourth-grade middle school students. Results were verified using the arithmetic mean and standard deviation, as shown in the following table:

Observation: The table shows that the difference in learning motivation between males and females (11.28) is not statistically significant (Sig = 0.094 > 0.05).

Table 5. Differences in Learning Motivation by Gender

Gender	Number of Individuals	Mean	Standard Deviation	Difference in Means	T Value	Sig Value
Males	18	99.50	43.02	11.28	1.05	0.29
Females	33	110.79	32.80			

11.2 Hypothesis 2

There are differences in academic achievement among repeaters attributed to the gender variable in fourth-grade middle school students. Results were verified using the arithmetic mean and standard deviation, as shown in the following table:

Observation: The table shows that the difference in academic achievement between males and females (0.41) is not statistically significant (Sig = 0.309 > 0.05).

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Table 6. Differences in Academic Achievement by Gender

Gender	Number of Individuals	Mean	Standard Deviation	Difference in Means	T Value	Sig Value
Males	18	11.95	1.32	0.41	1.29	0.309
Females	33	12.37	1.32			

11.3 Hypothesis 3

There are differences in learning motivation among repeaters attributed to the age variable in fourth-grade middle school students. Results were verified using ANOVA, as shown in the following table:

Observation: The table shows that the difference in learning motivation across different ages is not statistically significant ($\text{Sig} = 0.89 > 0.05$).

Table 7. Differences in Learning Motivation by Gender

Source of Variation	Sum of Squares	df	Mean Square	F Value	Sig Value
Between Groups	836.716	3	278.905	0.197	0.898
Within Groups	66557.323	47	1416.113		
Total	67394.039	50			

11.4 Hypothesis 4

There are differences in academic achievement among repeaters attributed to the age variable in fourth-grade middle school students. Results were verified using ANOVA, as shown in the following table:

Observation: The table shows that the difference in academic achievement

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across different ages is not statistically significant ($Sig = 0.28 > 0.05$).

Table 8. Differences in Academic Achievement by Age

Source of Variation	Sum of Squares	df	Mean Square	F Value	Sig Value
Between Groups	7.492	3	2.497	1.309	0.283
Within Groups	89.687	47	1.908		
Total	97.179	50			

12. Study Tools and Their Psychometric Properties:

12.1 General Hypothesis

There is a relationship between learning motivation and academic achievement among repeaters in fourth-grade middle school students. This study aligns with Farouk Jreida's study, which found a high level of learning motivation among secondary school students and statistically significant differences based on gender, favoring males (Farouk Jarida, 2022, p. 55).

However, it differs from Aisha Shabha's study, which found low learning motivation among secondary students and significant differences based on gender and academic specialization (Aisha Shabha, 2021, p. 157).

12.2 Hypothesis 1

There are differences in learning motivation among repeaters attributed to the gender variable. This study aligns with Said Belaroussi's study, which found a significant relationship between learning motivation and academic achievement among middle school students, particularly in the dimensions of learning value perception and peer relationships (Said Belaroussi, 2022, p. 927).

12.3 Hypothesis 2

There are differences in academic achievement among repeaters attributed to the gender variable. This study aligns with Abdelwahab Ben Moussa's study, which found significant differences in academic achievement based on gender, favoring females (Abdelwahab Ben Moussa, 2017, p. 383). It also aligns with Mahali Jajika's study on the relationship between dyslexia and academic achievement in primary school students, which found significant gender differences favoring females (Mahali Jjieqa, 2018, p. 447).

13. Conclusion

In conclusion, the success of the educational process largely depends on fostering learning motivation among students. Students with high learning motivation are more likely to succeed academically, as learning motivation is a crucial factor in academic achievement. Enhancing learning motivation among students can contribute to improving overall academic performance.

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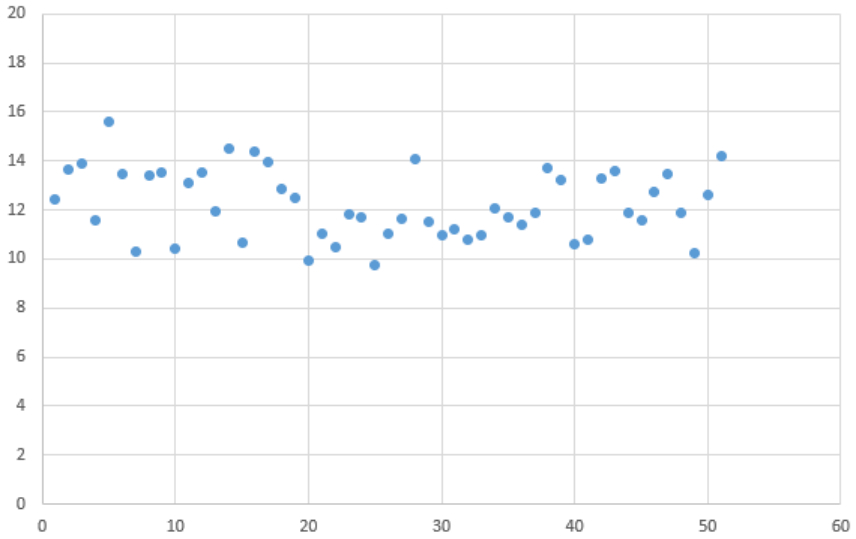
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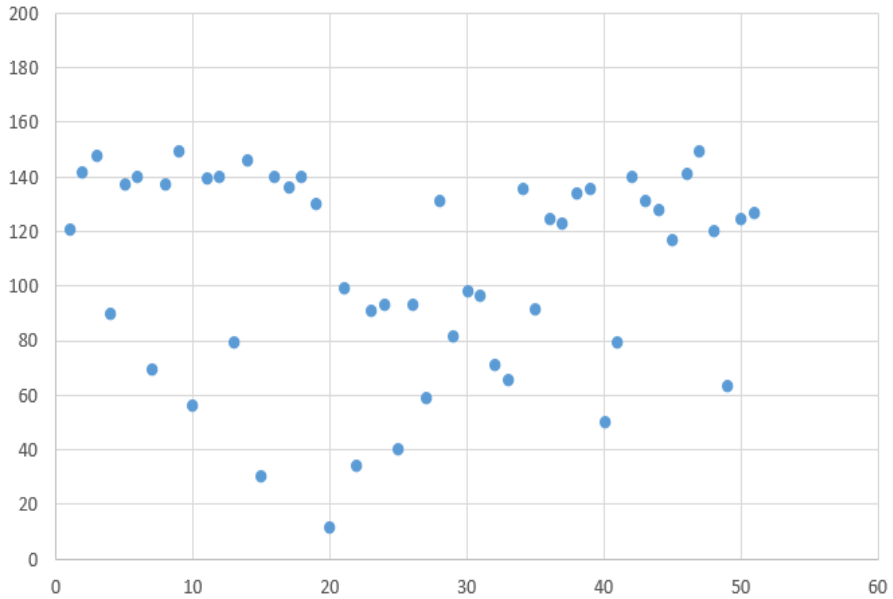
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15. Appendices

Distribution of academic achievement of the study sample individuals



Change in motivation according to individuals



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Change in motivation according to academic achievement

